



Performance Assessment

Virginia Studies: *New Nation*

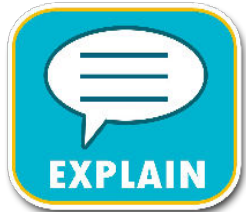
**What do the founding documents
promise – and which people are
included in that promise?**

type your name here



Performance Assessment

WHAT IS A PERFORMANCE TASK?



A performance task is a way to show what you know and what you can do. You will create a product or share your best thinking to demonstrate your learning.

I can also show why and how my learning applies to my world.





Performance Assessment

YOUR TASK:

In this performance task, you will use historical thinking skills to demonstrate your learning and thinking around the question:



What do the founding documents promise — and which people are included in that promise?



Performance Assessment

YOUR TASK:



To show what
you know and
what you can
do, you will...

Review the ideas in the Declaration of Independence, the Virginia Declaration of Rights, and the U.S. Constitution

Analyze parts of each document to look for evidence to help you answer the question: *What do the founding documents promise — and which people are included in that promise?*

Reflect on how the ideas in these documents still impact us today.

Create a product to answer the question and demonstrate your learning



Performance Assessment

FINAL PRODUCT:

Your final product should reflect your thinking around the question: *What do the founding documents promise — and which people are included in that promise?*

Your thinking should include **evidence** from the founding documents we studied!



Your final
product can be
but is not
limited to...

Use Google slides or [Wixie](#)

Design a [Mind Map](#)
[using template on slide 35]

Write a [Newspaper Article](#)
[click on link above for templates]

Share your thinking using [Flipgrid](#)

Let's Begin!





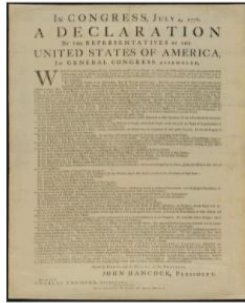
**Who were the
“Founding Fathers?”**



**What ideas were
important to them?**



What connections can you make between these people and documents?



Declaration of Independence



George Washington



Virginia Declaration of Rights



James Madison



Virginia Statute for Religious Freedom



George Mason



Constitution



Thomas Jefferson



Exploring Information Sources



FOUNDING DOCUMENTS:



What do the founding documents promise — and which people are included in that promise?

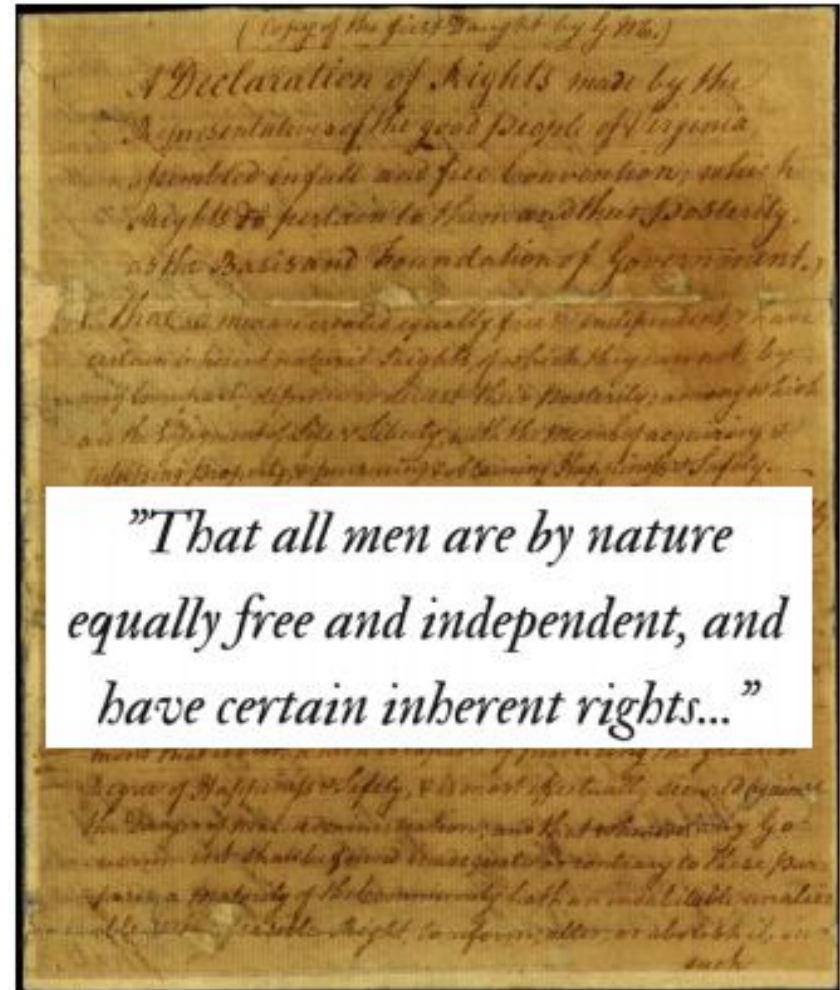
Let's take a closer look at three founding documents that will help us answer this question:

- ★ Founding Document #1: [Virginia Declaration of Rights](#)
- ★ Founding Document #2: [Declaration of Independence](#)
- ★ Founding Document #3: [United States Constitution](#)

Founding Document #1:

Virginia Declaration of Rights

In 1776, **George Mason** authored the Virginia Declaration of Rights because he believed that some Virginians had many rights, including **freedom of religion** and **freedom of the press**. His document helped Thomas Jefferson write the Declaration of Independence. The Virginia Declaration of Rights also helped to shape the [Bill of Rights](#).









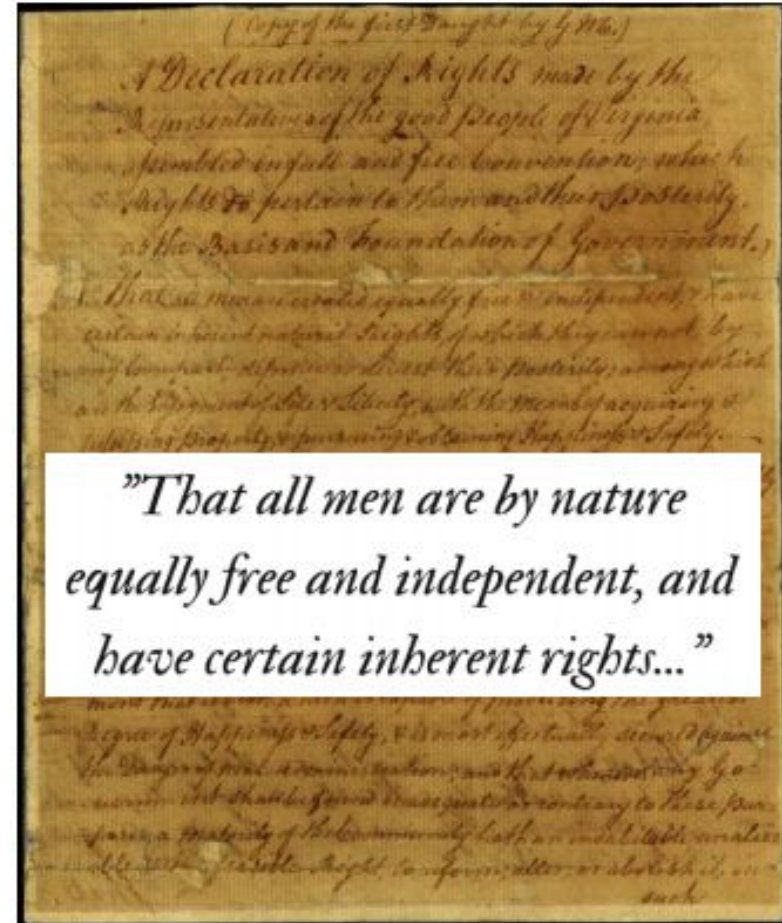
Important words from the Virginia Declaration of Rights:

Article 1. That all men are by nature equally free and independent, and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

Article 1. That all men are by nature equally free and independent, and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their prosperity, namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

Think about the words in the Virginia Declaration of Rights. Answer the questions below.

<p>What does the Virginia Declaration of Rights promise?</p>	
<p>At the time George Mason wrote this document, did his words apply to all people? Explain your thinking.</p>	
<p>How could what you learned be included in your final product?</p> 	



Founding Document #2:

Declaration of Independence

The Declaration of Independence was written by Thomas Jefferson in the summer of 1776. It is the historic document in which the American Colonies declared their freedom from Britain (now the United Kingdom) and provided reasons for independence and ideas for self-government.

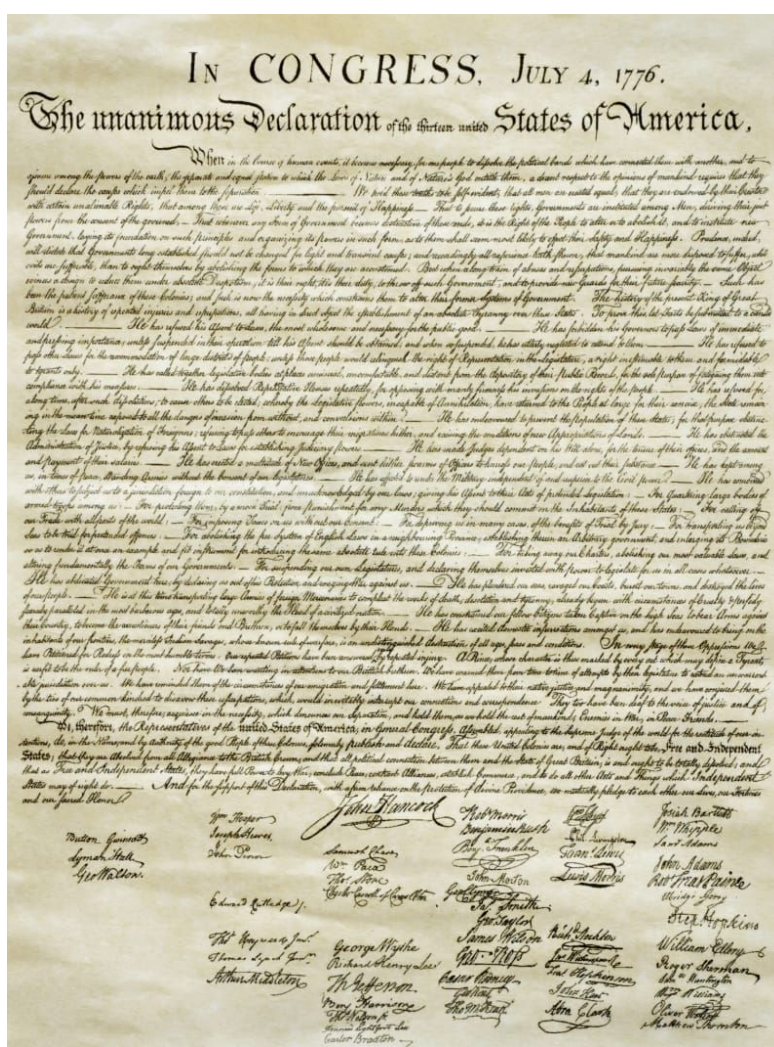
Key philosophies in the Declaration of Independence:

People have “certain **unalienable rights**” (rights that cannot be taken away). These are **life, liberty,** and the **pursuit of happiness**

People set up a government to **protect** those rights

Government is powered by the **people**

People have a right and a duty to change a government that **violates** their rights





Important words from the Declaration of Independence:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the Pursuit of happiness.”

These words were designed to convince Americans to put their lives on the line for the cause. Separation from the mother country threatened their sense of security, economic stability, and identity. The preamble sought to inspire and unite them through the vision of a better life. [\[National Archives\]](#)

“That these United Colonies are, and of Right ought to be Free and Independent States.”

It declares a complete break with Britain and its King and claims the powers of an independent country. The future president Abraham Lincoln (1861-1865) called the Declaration of Independence “a rebuke and a stumbling-block to tyranny and oppression.”

Let's Dig Deeper....

Thomas Jefferson was born to a slave-owning family, and he himself enslaved people. As chairman of the committee that drafted the Declaration of Independence, **Jefferson wrote a paragraph condemning slavery in his first draft of the Declaration.** He included this paragraph in his list of complaints against King George III. Before the final version of the Declaration was adopted, this paragraph was deleted.



Read the *deleted* paragraph and answer the questions on the [next slide](#).

Excerpt from Jefferson's Slavery Grievance in the Declaration of Independence:

King George III has waged cruel war against human Nature itself. He has taken away the most sacred rights of Life and Liberty from a distant people who never offended him. He did this by captivating and carrying them into slavery in another hemisphere if they did not die a miserable death in their transportation to this new world. These disgraceful practices are the Warfare of the Christian King of Great Britain. He has stopped every attempt to prohibit or to restrain the disgusting business of slavery. He is determined to keep open a market where men are bought and sold.

How does the Slavery Grievance describe slavery? Who does Jefferson blame for the continuation of the slave trade?







Why do you think that Thomas Jefferson wrote a paragraph about slavery when he wrote the Declaration of Independence?

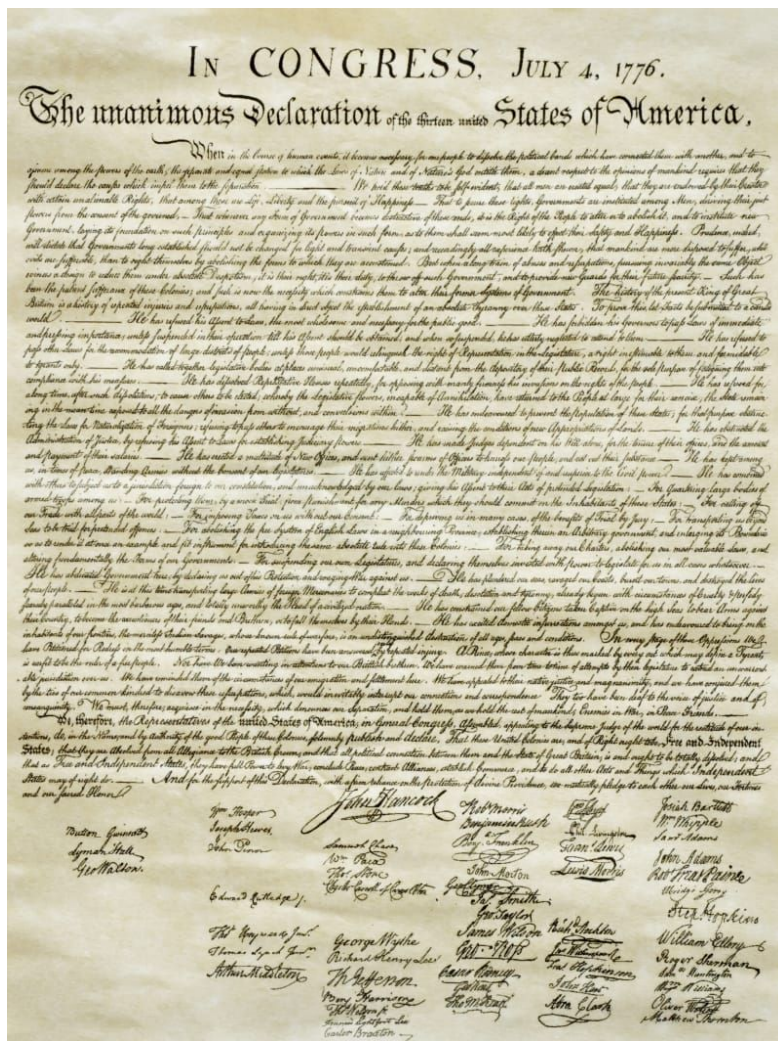


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Think about the Declaration of Independence. Answer the questions below.

<p>What does the Declaration of Independence promise?</p> 	
<p>Which people are included in that promise?</p> 	
<p>Which people are not included in that promise? Why?</p> 	
<p>How could what you learned be included in your final product?</p> 	

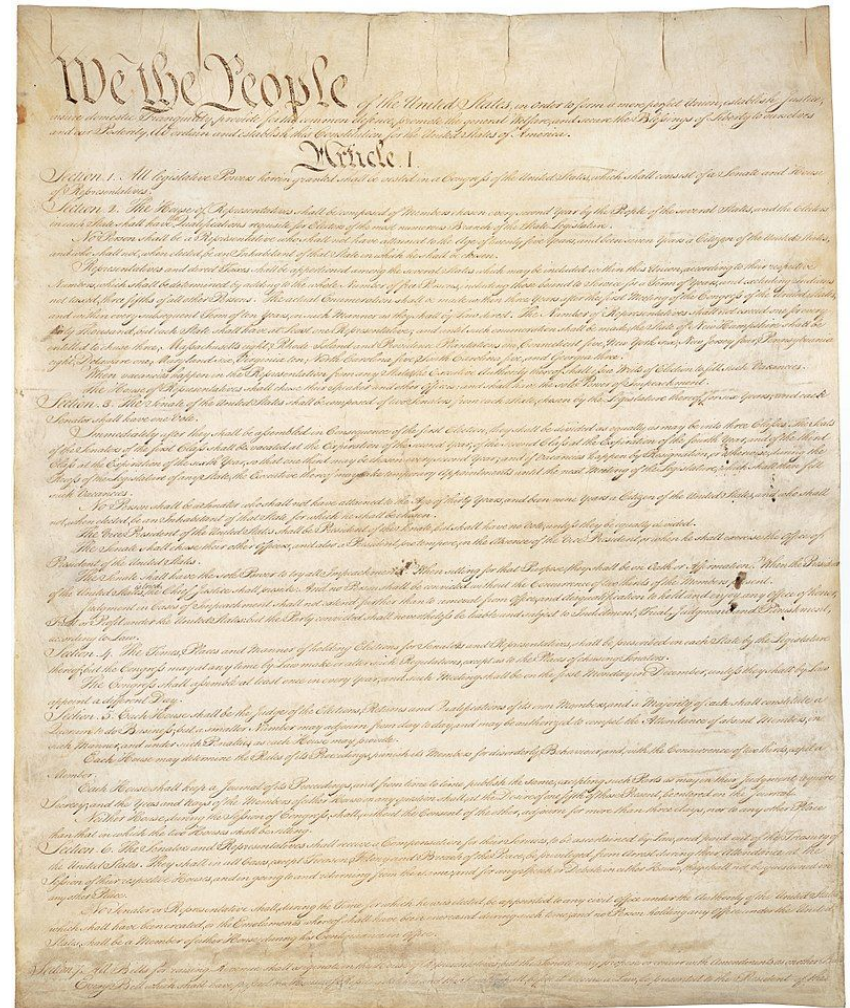


Founding Document #3:

The U.S. Constitution

In 1787, delegates from every state met in Philadelphia at a **Constitutional Convention** to discuss ideas about how our new country should be governed.

The [United States Constitution](#) is the supreme law of the land that outlines a set of basic laws for organizing, granting, and limiting the powers of our government. It is the framework for a government that puts the power in the hands of the people. The United States Constitution was developed in 87 days and signed by 39 delegates on **September 17, 1787**.



Zooming In: *The Preamble*



“The Preamble to the United States Constitution, beginning with the words **We the People**, is a brief introductory statement of the Constitution's fundamental purposes and guiding principles. Courts have referred to it as reliable evidence of the Founding Fathers' intentions regarding the Constitution's meaning and what they hoped the Constitution would achieve.”

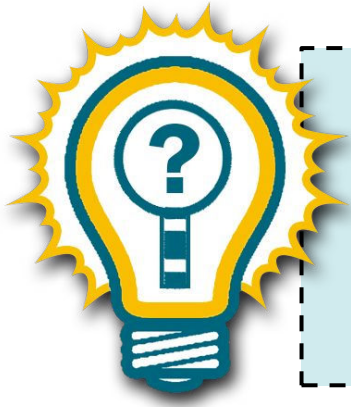
Read the words in the Preamble on the next slide.

Source: [Wikipedia](https://en.wikipedia.org/wiki/Preamble_to_the_United_States_Constitution)

The Preamble to the United States Constitution

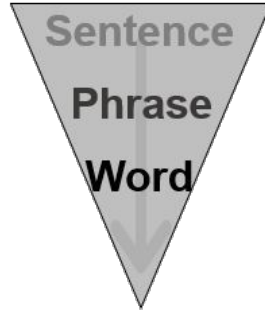
We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Think about the words in the Preamble.



What sentence, phrase, and/or word seems important to you?

[Document your thinking here.](#)



When you are finished, look at the responses of your class members. How did they respond similarly and differently to the Preamble?



Why did the founders of the U.S. keep slavery in the constitution if the Declaration of Independence stated, “All men are created equal?”

The Constitutional Convention was where the founders of the U.S. gathered to write the Constitution. They had many debates over what the new government should look like.

This is where they decided to KEEP SLAVERY.

Read the words of these delegates below and answer the questions on the [next slide](#).

Mr. Rutledge:

“If the Northern states consult their interest, they will not oppose the increase of Slaves which will increase the commodities of which they will become the carriers.”

Mr. Elsworth:

“Let every state import what it pleases. The morality or wisdom of slavery are considerations belonging to the states themselves.”

Benjamin Franklin:

“I agree to this Constitution with all its faults because I think a federal (national) government necessary for us. When you assemble a large group of men, you will inevitably find that they will disagree with each other about their local interests, and their selfish views. We have to accept some of these disagreements in order to build a national government.”

What did you notice when you read the words of the three delegates? What did you wonder?

I notice...



I wonder...



From your perspective, why didn't the founders abolish (end) slavery?



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How could what you learned be included in your final product?



Who are “We the People?”

Think about the six Virginians below. Were their voices represented in the founding documents? Why or why not?

(record your thinking in the next slide)



Oney Judge

Formerly enslaved personal attendant of Martha Custis Washington, Judge freed herself by escaping in Philadelphia. She had three children, whom she outlived.

Ann-Elizabeth Fossett Isaacs

The daughter of a cook and a blacksmith enslaved at Thomas Jefferson's plantation Monticello, Isaacs was later auctioned off, along with six of her siblings and her mother, to pay Jefferson's debts.

James Langston

A Pamunkey leader who wrote a letter to the Governor of Virginia defending the Pamunkey's rights to their land. All adult men living on the reservation signed the letter.

Robert Pleasants

Once a wealthy enslaver in Henrico County, Pleasants later fought to end slavery by creating a Virginia antislavery society. He tried, but failed, to invite leaders like James Madison to join.

Thomas Fuller

Born in West Africa and sold into slavery in Virginia, Fuller became well-known as a talented mathematician, despite having no formal education.

Mary Willing Byrd

Wealthy enslaver and widow of a suspected British loyalist, Byrd spent the years after her husband's death defending her patriotism and trying to keep the estate she inherited.

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Was their voice represented?

Why or why not?

How does this impact your final product?



Performance Assessment

LET'S REFLECT



How do the ideas in the founding documents still impact us today?



Are more people included in the promise, now? Why do you think?





Creating a Final Product



Performance Assessment FINAL PRODUCT



To show what you know and what you can do, you will...

Review the ideas in the Declaration of Independence, the Virginia Declaration of Rights, and the U.S. Constitution.



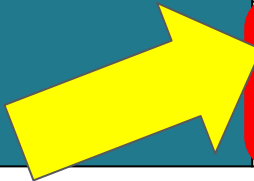
Analyze parts of each document to look for evidence to help you answer the question: *What do the founding documents promise — and which people are included in that promise?*



Reflect on how the ideas in these documents still impact us today.



Create a product to answer the question and demonstrate your learning.





Performance Assessment

FINAL PRODUCT:

Your final product should reflect your thinking around the question: ***What do the founding documents promise – and which people are included in that promise?***

Your thinking should include **evidence** from the founding documents we studied!



PLAN

Your final product can be but is not limited to...

Use [Google slides](#)

[Click on link above for template.
Then [click here](#) for help designing your slide deck.]

Craft an [“I Wonder” Poem](#)

[click on link above for directions]

[Revise the Declaration of Independence](#)

[click on link above for directions]

Write a [Newspaper Article](#)

[click on link above for directions]

Design a [Mind Map](#)

[using template on slide 35]

Share your thinking using [Flipgrid](#)

Use [Wixie](#)



Performance Assessment

PLAN YOUR FINAL PRODUCT



*My final product will be:
(Google slides, mind map, etc)*

*What ideas do I have to make my final product
creative and interesting?*

This is my best option because:



Performance Assessment

PLAN YOUR FINAL PRODUCT:



Use this graphic organizer to synthesize what you learned from the documents into a final product.

Consider the initial question: *What do the founding documents promise – and which people are included in that promise?*

	VA Declaration of Rights	Declaration of Independence	US Constitution	Who are “We the People”
The most important parts:				
I can represent this in my product by:				
This is a good way to represent this because:				

Student Checklist:

What do the founding documents promise - and which people are included in that promise?

	I got it!	Objectives:	Not Yet!
Historical Content:		My product defines LIBERTY and ENSLAVEMENT (SLAVERY)	
		My product explores the connection between LIBERTY and ENSLAVEMENT (SLAVERY)	
		My product shows the U.S. founder(s) views on LIBERTY and ENSLAVEMENT (SLAVERY)	
		My product references the founding documents to support my thinking	
My Thinking:		My product shows my position on the promise of the founding documents	
My Sources:		My product shows my thinking on who was included and not included in a promise of freedom	
		My product references the founding documents I researched to support my thinking	
My Process:		I can share, step-by-step, how I researched, planned, reflected on, and developed my product	



Performance Assessment

REFLECTION



Reflect on your final product. What can you do to make revisions and improvements?

The best part of my project so far is _____
because _____

One thing I can improve is:

It would make my work better because:

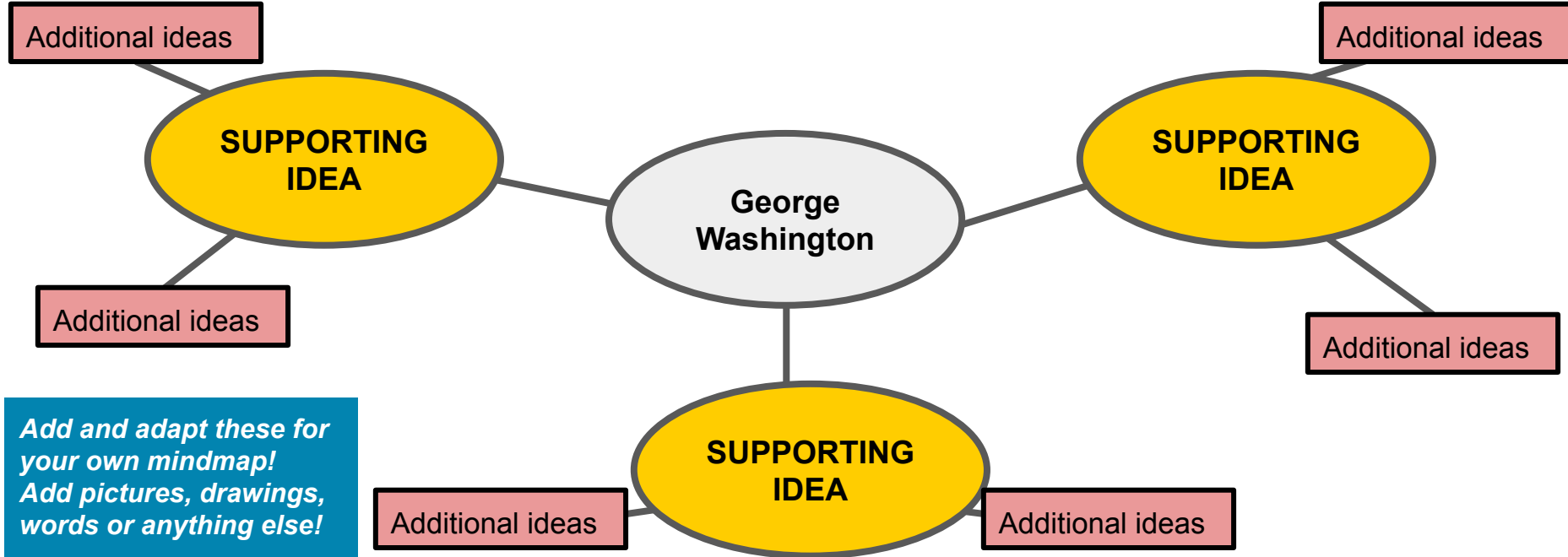
I can do this by:



MINDMAPPING

Recording information with supporting ideas and examples branching out from the main idea

NAME:



*Add and adapt these for your own mindmap!
Add pictures, drawings, words or anything else!*

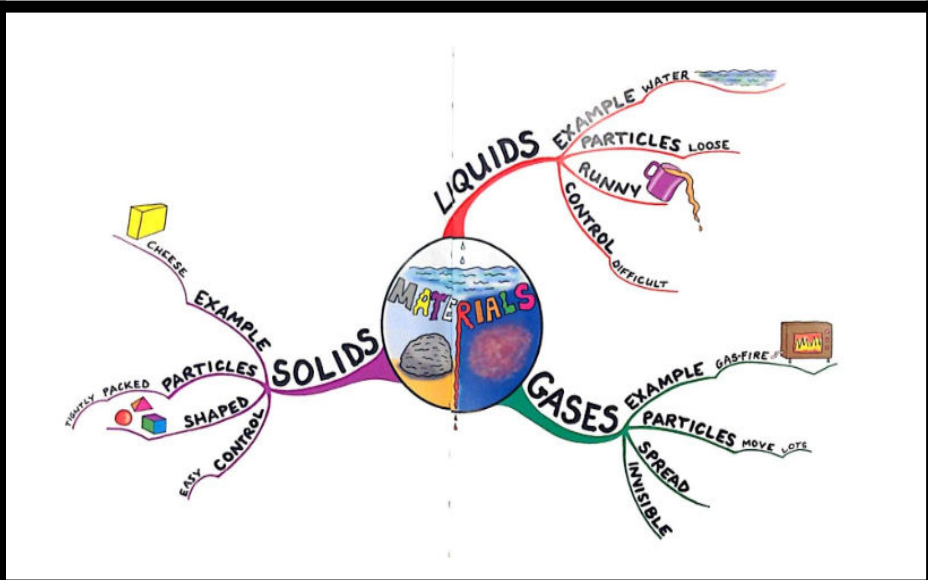
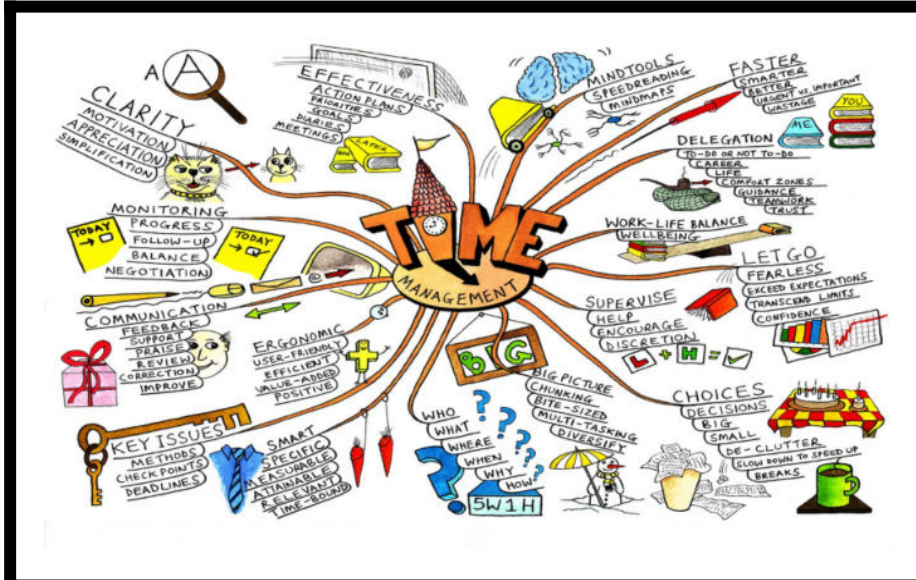
**Self Reflection: My most interesting idea is:
Because:**



MINDMAPPING SAMPLES

Recording information with supporting ideas and examples branching out from the main idea

Creativity is paramount in mindmaps! Use these unique ideas as inspiration, then create your own unique mindmap on a following slide or on paper. Consider this video for a lesson on mindmaps.



Your main idea goes in the middle, with subjects branching out in all directions!

Consider organizing by subjects and ideas related to the main topic!

Consider using words, pictures, branches, and splits to go from big ideas to small details!

New Nation Performance Assessment Rubric

What do the founding documents promise - and which people are included in that promise?

Remen
work w
using t

	4	3	2	1
<p>Accuracy of Content VS.6.a,b The student will explore the connections between liberty and slavery in the ideas and lives of George Washington, James Madison, Thomas Jefferson, and George Mason</p>	Used specific content and vocabulary to demonstrate a thorough understanding of the topic(s) -- VS.6.a,b	Used specific content and vocabulary to demonstrate a consistent understanding of the topic(s) -- VS.6.a,b	Used content and vocabulary to demonstrate a limited understanding of the topic(s) -- VS.6.a,b	Used content and vocabulary to demonstrate an inconsistent understanding of the topic(s) -- VS.6.a,b
<p>Questioning and Critical Thinking Skills (.1d)</p>	<p>Responded to the task with a clear and developed position/thesis that answers the question</p> <p>Provided detailed and connected explanations to support thinking</p>	<p>Responded to the task with a clear position/thesis</p> <p>Provides connected explanations to support thinking</p>	<p>Responded to the task with a position that is incomplete or unclear</p> <p>Provides limited explanations to support thinking</p>	<p>Attempted to respond to the task by restating the question and/or offering no clear claim</p> <p>Provides little or no explanation to support thinking</p>
<p>Information Sources (.1a)</p>	Used and explained information sources as evidence to support the position	Used information sources as evidence to support the position	Identified information sources connected to the position	Attempted to use information sources as evidence without clear connection to the position